Session 1 Summary

Akira Sato (Chairperson)

The theme for this session was “Creating Lessons for Enhancing International Education.” There were numerous heated discussions from various angles on this issue. There were 5 lectures in the first part of this session.

In the first lecture, Daegu University of Education’s Mr. Seo-Woen Park, with “Story Telling for Nurturing a Sense of Humanity in Children’s Lives: Transcending Borders” as his topic, spoke about actual lessons based on the story of a young girl’s paper cranes. He explained the process of children opening their eyes to the inhumanity of the atomic bomb and preciousness of peace, and the transcending of convoluted feelings that children have towards Japan from historical wars and invasion through essays and poems.

In the second lecture, Kyoto Notre Dame University’s Ms. Kyoko Nakayama spoke on “Creating Lessons of Education for International Understanding from Problems Close to Heart.” She emphasized the importance of children determining topics themselves that are close to heart so that learning in foreign cultures and foreign countries does not become a short-lived interest.

In the third lecture, Mr (Ms). Hea-Ja Kweon of an elementary school affiliated with Daegu University of Education spoke on “Tuition and Learning Practices based on Neuroscience,” and actual lessons with a lesson format taking into account neuroscience for sophomores. This kind of education, which aids in stimulating the brain of learners, is said to be effective in enhancing learning behavior, confidence in learning, interest, and concentration etc.

In the fourth lecture, Daegu University of Education’s Mr (Ms). Joong-Sun Sohn spoke on “Fundamental Considerations for the Context of English (EFL) as a Foreign Language and English Education.” This was a lecture on teaching methods for learning English as a foreign language. In Japan and Korea, countries that study English as a second language, since effective teaching methods suffer from lack of functionality, the importance of comprehending the whole phrase in the sentence as opposed to individual words was emphasized.

In the fifth lecture, Seoul National University of Education’s Mr (Ms). Tae-Sik Yang spoke on “Language Arts Education for Multi-cultural Education.” This lecture covered the required form for national language education within a context of multi-cultural education. Specific proposals were provided on language education methods in classes comprised of student with various racial, ethnic, religious, and cultural backgrounds in elementary schools in Asian countries.

Based on these lectures, a panel discussion with the 5 panelists was held in the later half of the session. Panelists first gave their views on specific efforts and international education.

Mr. Seiji Suwa (Hyogo Prefectural Maiko High School) spoke on “Disaster Prevention Education in Nurturing Citizenry - Understanding the World through Prevention Education.” This presentation covered the activities of students in the Maiko High School Environmental Disaster Prevention course with respect to international understanding and support through disaster prevention education. Mr. Suwa said
that there are numerous similarities between disaster prevention education and education for international understanding, and spoke of the importance of activities together with the study of subjects and curriculum daily. Further, he also gave an actual example of how students were motivated to learn English as a result of becoming involved with (people from) foreign countries through disaster prevention education.

Mr. Masaaki Mino (Sumoto City Kamo Elementary School) presented on actual lessons in elementary school with the theme “Creating Lessons for Enhancing Education for International Understanding.” Knowing the difference and the background of those differences, contemplation from the other’s perspective and enhancing communication abilities are important. And, to that end Mr. Masaaki Mino emphasized the importance of diligently planning educational material that children find interesting and that does not become a burden.

Mr. Shigekatsu Morioka (Hyogo University of Teacher Education) presented on “Approach to Art Education for Environmental Safety.” With the history of ceramic art as an example, Mr. Morioka spoke of the importance of going a step beyond the creation and appreciation of art in understanding relationships with other countries. And, while showing slides of actual works, he stressed that natural material such as clay and timber were limited with a new perspective being required in the selections of art materials considering environmental conservation. With the actual example of painting lumber thinning to create an exquisite piece of art, Mr. Morioka showed that with new innovations, the possibility of environmental education through art activities open up.

Professor Hee-Chun An (Seoul National University of Education) presented on “Education through Discovery of the Hidden Truth of History.” Professor An noted that in most cases superficial standardization of education for international understanding in neighboring countries has not proceeded well until now, and that realistic education for historical truth is required to achieve real education for international understanding. He (She) emphasized the importance of developing an educational methodology for this purpose.

Mr. (Ms) Sun-Gyu Yang (Daegu National University of Education) emphasized that within the context of “Current Problems in Korean Language Tuition as a Native Language,” a fortified mentality with copious consumption of exemplary literarily works is important. Further, the view was expressed that such activities as mind mapping and brain storming for creative writing was detrimental.

Professor An pointed out that historical issues between Japan, China, and Korea presents an extremely problematic situation. The difficulty of historical issues is caused by the difference in mutual fundamental awareness, and the importance of changing the current state of self-righteous education was stressed. It is for this reason necessary to combine history education not only with school education, but also social education. He (She) also said that it is necessary to transcend history and politics, and encourage cultural exchanges.

In response to professor An’s presentation, Ms Kyoko Nakayama pointed out that when historical war exhibitions are shown to students, it is important to instruct students to consider what is being said by who, and that there exists the possibility of development of Japanese-Chinese-Korean teaching material for cultural understanding.

Mr (Ms). Seo-Woen Park emphasized that mutual understanding is the most important thing in
teaching peace, and that teacher education is necessary in nurturing children’s sense of humanity. Further, he (she) said that although nurturing reasoning capability is important, in addition, educating children about the love of humanity based on respect of humanity, dialogue, subjective and objective differences and universally accepted human values is important.

Finally, the presidents and deans from various countries expressed their views on international education and philosophy of international education in Korea, China, Vietnam, and Japan in conclusion.

President Ho-Seong Kim (Seoul National University of Education) said that with respect to the primary themes of education for international understanding—(1) international co-operation and understanding, (2) human rights, (3) cultural understanding of different countries, (4) peace issues, and (5) environmental issues—it is important to develop teaching material that is suitable to Korean culture and society, and provided specific examples of developmental stage specific curriculum for elementary, secondary, and high school. Further, the importance of an inter-disciplinary approach in education for international understanding, and the need for a comprehensive effort on various issues similar to that taken by the symposium were emphasized.

President Changri Han (Hainan Teachers University) spoke of the importance of emphasizing the significance of responsibility towards the world and humanity in education for international understanding, and said that in China scientific development, peaceful development, and harmonious development is emphasized.

Dean Huynh Thanh Trieu (Vietnam National University Hochiminh City) expressed the opinion that it is important to view the past objectively with regard to historical issues. Although it is not easy to forget difficult times and experiences from the past, he (she) pointed out that in education for international understanding it is necessary to learn applying these lessons to the future, and understand others based on peace and friendship. Dean Huynh Thanh Trieu said that it is important to tell children fun and interesting stories at a young age, and with the advancing of developmental stages to teach historical truths objectively.

President Eiichi Kajita (Hyogo University of Teacher Education) spoke of the importance of history education for developmental stages, and participation in global society mutually recognizing the many differences of each country. Further, he expressed the view that there is simultaneously a need to position “international understanding” as a single domain, and for each teacher to have the ability to promote education for international understanding through the various subjects that they teach.

In Session 1, as seen above, there were presentations on various subject matters based on specific educational practices and material research for the theme “Creating Lessons for Enhancing International Education.” I believe that the education for international understanding concepts adhered to and variously incorporated by country participants has been actively conveyed. In particular, mutual exchanges between the East Asian countries of Japan, China, Korea, and Vietnam come on the back of difficult historical circumstances, and in this session too, it could be said that from the perspective of education for international understanding the importance of a shared historical perspective has been mutually recognized again. I hope that educators and researchers from the various countries represented here co-operate in developing a curriculum and teaching material, and take it to the next level based on the discussions here.